



College of Education and Human Development

Early Childhood Education Program

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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 513.001 Curriculum Across the Content Areas for Diverse Young Learners (3:3:0)

Fall 2014

Mondays, 4:30-7:10pm

Innovation Hall 131

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Course Description

Explores assessment, curriculum development, planning, and instructional practices across content areas. Examines strategies for guiding children's behavior, integrating instruction across content areas, and planning and implementing community of learners inclusive of children with diverse disabilities.

Prerequisites

Admission to the Early Childhood Education program or approval of course instructor.

ECED 503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance.

Corequisite

ECED 790 Internship in Early Childhood Education

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

Learner Outcomes

This course is designed to enable students to do the following:

1. Plan curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation of children in pre-kindergarten through grade three (prek-3).
2. Plan curriculum activities that include an in-depth understanding of (a) the relationship among history, literature, art, and music; (b) the relationship between past and present; (c) civic participation in a pluralistic democracy; and (d) how events and history are shaped by ideas and actions of people, including major events in Virginia history.
3. Plan curriculum activities that teach prek-3 students to use primary sources such as

artifacts, letters, photographs, and newspapers.

4. Plan, implement, and evaluate an integrated approach across curriculum areas based on local, state, and national curriculum goals and objectives, including the Virginia Standards of Learning.
5. Implement instruction that is linked to children's interests and developmental capacities, that is informed by family and community knowledge and experience, that is relevant to the curriculum, and that promotes learning competence.
6. Select culturally, linguistically, and ability responsive materials that have multiple purposes, are adaptable and varied, and promote learning, including learning about diverse cultures and shared humanity.
7. Construct learning environments that support positive behavioral and learning expectations.
8. Apply systematic problem solving approaches to dilemmas in guiding children's behavior.
9. Use analysis and reflection to better understand the prek-3 learning environment and one's own role as an early childhood educator in that environment.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC).

Required Texts

Fields, M., Perry, N., & Fields, D. (2010). *Constructive guidance and discipline: Preschool and primary education* (6th ed.). NJ: Pearson Education, Merrill

Seefeldt, C., Castle, S., & Falconer, R. (2014). *Social studies for the preschool/ primary child* (9th ed.). NJ: Pearson Education, Merrill.

Additional readings will be placed in Black Board and should be retrieved when marked on course schedule.

Recommended Books

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington DC: National Association for the Education of Young Children.

Gartrell, D. (2012). *Education for a civil society: How guidance teaches young children democratic life skills*. Washington, D.C.: NAEYC.

Katz, L., & Chard, S. (2001). *Engaging children's minds* (2nd ed.). Stamford, CT: Ablex Publishing.

Thompson, S., Kushner Benson, S., Pachnowski, L., & Salzman, J. (2001). *Decision-making in planning and teaching*. New York: Longman.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Requirements**General Requirements**

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, CAEP Assessment 5 Effect on Student Learning, to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). Evaluation of the performance-based assessment by the instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Critical journal reflections	Ongoing- beginning Aug. 25	15
Museum visit final report due	Oct. 13	15
Guidance and management approaches	Ongoing as assigned in class Class presentations in small groups and due on BB after presentation Individual report due by Nov. 10 .	15
Curriculum unit planning implementation and evaluation	Dec. 8 Curriculum unit plans due one week prior to uploading to TS for review Dec. 17 Final report uploaded on TS	15 25
TOTAL		100

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Critical reflection journals (15 points)

Students will keep an electronic journal based on reflections from the assigned readings and post on Blackboard throughout the semester. In addition, students will come to class prepared to share reflections/ questions from their journal and the readings assignments. The purpose of the journal is to encourage critical reflections, exchange of ideas, and practicing a variety of systematic problem solving approaches around shared classroom and curriculum related issues that students are exposed to in the assigned readings. Students will choose 2-3 main ideas they learned from the assigned readings and write about while connecting to the current teaching experiences.

Museum Visit- Choose one of the following sites

The National Museum of American History, National Archives, or the Museum of American Indians (15 points)

Students will do the following:

- Visit one of the above museums and take notes of the exhibits they visit and specific displays they like. Take pictures of exhibits you choose to spend time and include in final report.
- Examine and document written and visual materials including primary resources at display that can be used to developing lesson plans within a social studies unit and refer to those in final report.
- Write two lesson plans in social studies in the grade level they are teaching (as part of a unit) based on two or more exhibits they visited for students in grade level.
- Address ways to integrate different content areas in the lessons they design. For example, if they choose the First Ladies' dresses exhibit, they will think about how they can teach

lessons about First ladies/ presidents/government, etc. and integrate language arts, math, and science, etc. as appropriate based on curriculum requirements. Lesson plan template will be provided in class and posted on BB.

- Review the Standards in Social Studies for their grade level; include ones that can be addressed in their lessons.
- Attach museum sources gathered during the visit such as pictures, newspaper articles, and brochures to the lessons. Also attach a list of electronic resources you used from museum website.
- Write a 1-2 page report about the learning experience and submit on BB **with the two** lessons.
- Indicate ways in which they plan to know children will learn the materials they prepared in their lessons
- Post the lessons on BB to share with others.
- Enjoy the exhibits and allow 2-3 hours for visit. Let instructor know of any technical difficulties completing this assignment.

Curriculum Unit Planning, Implementation, and Evaluation (40 points- 15 for planning and 25 for final report including all aspects of unit)

This is the CAEP 5 Assessment of Effect on Student Learning that shows evidence of meeting NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric posted on Blackboard.

Course Schedule and Topics

Date	Topic	Readings & Assignments Due
Aug. 25	Introductions and course overview Curriculum planning and design Standards in social studies	Overview of required <u>readings</u> . Read book chapters and articles prior to class. <i>Weekly critical reflection journals due before every class meeting week (5:00 on Sunday unless otherwise indicated).</i>
Sept. 8	Planning social studies curriculum. Teaching of social studies in ECE Designing curriculum in SS that meets local, state, and national standards and is responsive to individual children's experiences, cultures, needs, strengths, and interests.	Seefeldt Ch. 1, 5 Fields Ch. 1 & 10 Reading on BB: Social studies in today's early childhood curriculum. (Critical reflection # 1 due Sept. 7 th before class)
Sept. 15	Considering developmental aspects in planning and designing curriculum in SS. Organizing the classroom and establishing routines to support and guide children's positive behavior and prevent challenging behaviors.	Seefeldt Ch. 5 Fields Ch. 2, 3, and 4. Critical reflection # 2 due Sept. 14 th before class)
Sept. 22	Planning units and weekly and daily lessons in the content area including assessment strategies. Writing objectives and goals. Indicators for academic success in K-3 Writing objectives and goals.	Seefeldt Ch. 2 Reading on BB: 1. Markers that matter: Success indicators in early learning 2. Culturally responsive families (Critical reflection # 3 due Sept 21 st before class)

Sept. 29	<p>SS content- History</p> <p>Developing children’s critical thinking skills to help them understand key social studies concepts, including the relationship between the past and present; use of primary sources (artifacts, letters, photographs, and newspapers); how events in history are shaped by people’s ideas and actions; and the importance of civic participation in a pluralistic democracy- Designing Timelines</p>	<p>Seefeldt Ch. 7</p> <p>Readings on BB</p> <ol style="list-style-type: none"> 1.Blocks: A versatile learning tool 2. How planning and reflection develop young children’s thinking skills (Critical reflection # 4 due Sept. 28th before class)
Oct. 6	<p>SS content- Geography and Economics</p> <p>Teaching economics and geography content knowledge, including understanding production and consumption, the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information; the relationship between human activity and the physical environment; and physical processes that shape the surface of the earth</p>	<p>Seefeldt Ch. 8 & 9</p> <p>(Critical reflection # 5 due Oct. 5th before class)</p>
<p>Oct. 14</p> <p>Follow Monday class schedule on Tuesday. No in-class meeting</p>	<p>Museum visit</p>	<p>BB reading: Making and taking virtual field trips in Pre-k and the primary grades</p> <p>No critical reflection due.</p>
Oct. 20	<p>Integration across the curriculum and instruction across content areas. Connecting standards and instruction to assessment.</p> <p>Planning, designing, selecting, and evaluating instructional activities and materials to support learning in the content areas.</p> <p>Examining the relationship between disciplines and integrating history, geography, literature, art and music.</p>	<p>Seefeldt Chapter 4.</p> <p>Fields Ch. 5 & 6</p> <p>BB reading:</p> <ol style="list-style-type: none"> 1. Meeting standards through integrated curriculum: Book chapter 2. Weaving the tapestry: A first grade teacher integrates teaching and learning 3. Newspaper to integrate (Critical reflection # 6 due Oct 19th)

Oct. 27	<p>Building communities of learning that include all children with varied abilities, languages, and cultural backgrounds.</p> <p>Meeting the needs of children in the classroom-differentiation</p>	<p>Fields Ch. 7 & 8</p> <p>BB readings: 1. Teach me, teach my brain: A call for differentiated instruction 2. Reconcilable differences? Standards based teaching and differentiation 3. Preparing for the journey- book chapter Museum visit assignment due (Critical reflection # 7 due Oct. 26th)</p>
Nov. 3	<p>Developing children's understanding of diverse cultures and shared humanity. Culturally responsive practice.</p> <p>Connecting teaching to children's real-life and family and community experiences.</p> <p>Connecting with families. Utilizing the community in curriculum planning and implementation.</p>	<p>Seefeldt Ch. 3 & 6 Fields Ch. 9 & 13</p> <p>Readings on BB: 1. Creating culturally responsive inclusive classrooms 2. Empowering culturally and linguistically children and families (Critical reflection # 8 due Sunday, Nov. 2nd).</p>
Nov. 10	<p>SS content- Civics and Government</p> <p>Social studies content knowledge for teaching and learning, including contributions of ancient civilizations; major events, people, and documents in Virginia and American history; and the evolution of America's constitutional republic, its ideas, institutions, and practices.</p>	<p>Seefeldt Ch. 10</p> <p>Readings on BB 1. Character education 2. Peaceful classroom Guidance and management report due No weekly reflection due</p>

Nov. 17	Global citizenship Connections between social studies and global issues and connections.	Seefeldt Ch. 11 Readings on BB 1. Comparative civic education 2. Education for global citizenship (Critical Reflection # 9 due Nov. 16 th)
Nov. 24	Use of technology to support the teaching of social studies, including history, geography, civics, and economics. Connecting assessment to instruction for EL's.	Readings on BB 1. Assistive technology for young children- Book Chapter 2. List of website useful in SS 3. Assessment of English Language Learners Critical Reflection # 10 due Nov. 23rd
Dec. 1	Presentation of unit plan. Evaluations	No readings assigned Lesson curriculum plan due one week prior to uploading to TS for feedback
Dec. 8 Reading Day	No in-class meeting Unit plan draft submitted for feedback.	No readings assigned Lesson curriculum plan due one week prior to uploading to TS for feedback
Dec. 17	End of semester	CAEP Assessment submitted to TaskStream

Critical Reflection Writing Rubric
(Please submit on Blackboard) (15 points)

1.5 points each	1.2-1.4 points each	Less than 1.2 points each
Journal entries reflect a thorough reading and understanding of assigned materials and reflections on 2-3 main ideas gained	Journal entries reflect quick and brief reading of assigned materials and reflections on one idea gained	Journal entries reflect no readings of assigned materials
Journal entries are well written and free of error.	Journal entries are well written and free of error.	Journal entries are not written well and full of error.
Each entry (out of 12) is a minimum of one page (300 words) and a maximum of 2 pages (600 words)	Entries are at least one page long.	Entries are less than a page long (300 words)
Journal entries include a reflection on knowledge gained and implications for practice and implementation	Journal entries include a reflection on knowledge gained and no reflections on implications for practice and implementation	Journal entries include no reflections on knowledge gained and no reflections on implications for practice and implementation

MUSEUM ASSIGNMENT GUIDELINES (15 pts.)

Based on the exhibits you visited your notes on the exhibits, and your pictures documenting the primary resources; develop and reflect on two lesson plans that incorporate social studies and at least two other content areas (you can integrate any content area with social studies).

Lesson Plans (Includes posting both lessons on DB for other class members)

These match the sections of the GMU lesson plan template provided. All components should be addressed and complete.

Report

1. Reflect on the overall learning experience of finding, planning, and teaching with primary sources. Follow points in assignment description on syllabus.

2. If you implement the lessons in the classroom, discuss:

a. Your assessment of whether the students did/did not learn the material, including specific support of how you know this (i.e. – review of their class work, from class discussion, observing their participation in group activities, the questions they asked, the amount of support they needed, etc.) – This should align with the assessments mentioned in your lesson plans.

b. Changes to your plan you would make for future implementation based on your reflection of implementation of the lesson and student learning outcomes. If it went great and you would do it the same next time just explain this including what you liked the best (or was most effective) about your lessons.

c. Attempts you made to integrate content.

OR

If you did not have a chance to implement the lessons, discuss the following:

- a. What do you expect the students will learn and how you plan to determine whether the students did/did not learn the material, including specific support of how you will know this (i.e. – review of their class work, from class discussion, observing their participation in group activities, the questions they asked, the amount of support they needed, etc.) – This should align with the assessments mentioned in your lesson plans.
- b. Discuss possible changes to your plans for future implementation. Since you did not implement the lessons and are only anticipating student learning outcomes this will include the aspects of your lesson you think might need tweaking. For example, you planned three activities and estimated the amount of time they will take, but you think one of them might require more time. Obviously you won't know for sure until you actually try it, but thinking ahead you might anticipate that the second time one of the activities will have to be taken out, or they may all need to be shortened.
- c. Address ways you plan for integrating content.

Early Childhood Education
ECE PK3 CAEP Assessment 5
Effect on Student Learning
Curriculum Unit Planning, Implementation, and Evaluation

Early Childhood Education PK-3 CAEP Assessment 5 Effect on Student Learning is the Curriculum Unit Planning, Implementation, and Evaluation in ECED 513 Curriculum Across the Content Areas for Diverse Young Learners. This assessment shows evidence of meeting NAEYC Standard Elements 3c, 5a, 5b, and 5c.

Assessment Overview

In this assignment, candidates plan and implement a curriculum unit during the two weeks of full-time teaching in the classroom during their K-3 internship. They will use knowledge gained in their coursework, along with the learning standards in social studies and other content areas. They will also report on the effect their instruction had on student learning. Candidates will engage in the following steps:

1. Develop a two-week integrated curriculum unit with focus on social studies that will be implemented during the student teaching internship in K- 3 classrooms.
2. Implement the unit plans developed.
3. Write an evaluative report that documents the unit planning and implementation processes; addresses the impact their planning and instruction had on student learning; and explains how information was gathered, how modifications were made, and what lessons were learned.

NAEYC Standard Elements Assessed

NAEYC 3c Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

NAEYC 5a Understanding content knowledge and resources in academic disciplines

NAEYC 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

NAEYC 5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

Assessment Procedures

Candidates will use the Virginia Standards of Learning (SOL) as well as knowledge they have gained on how children learn to design, implement, and evaluate a curriculum unit. They will write a report that addresses the impact their planning and instruction had on student learning and explains how information was gathered, how modifications were made, and what lessons were learned.

Assessment Procedures

Step One: Planning instruction/ preparing a unit outline

Candidates will use a broad repertoire of developmentally appropriate teaching/ learning approaches and will know and use the central concepts, inquiry tools, and structures of content areas or academic discipline (*NAEYC 5b*). They will show their understanding of content knowledge and resources in academic disciplines (*NAEYC 5a*) as well as their understanding of responsible assessment, including the use of assistive technology to support assessment (*NAEYC 3c*). Candidates will do the following:

Design a two-week **integrated** curriculum unit with a focus on social studies that integrates, at a minimum, the following content areas: reading, writing, oral language development, and the fine arts, including art and music.

The unit outline **submitted a week prior to independent teaching** should include the following:

1. A 2-page description of the unit theme and the selection process addressing specifically:
 - The rationale behind planning daily routines, activities, and lessons including the unit's overall objectives and developmentally appropriate approaches and methods to address children's needs
 - Discussion of methods and strategies to integrate social studies with other content areas
 - A description of ways to utilize assistive technology to meet individual student's needs
 - A description of how they plan to assess learning and how information will be collected to achieve that
 - An explanation of how assessment information gathered will be used to promote children's outcomes
 - A list of selected culturally, linguistically, and ability responsive materials that will be used, including those that have multiple purposes, are adaptable and varied, and promote learning, including learning about diverse cultures and shared humanity
 - A list of the local, state, and national curriculum goals and objectives related to the unit and ways they guide planning the integration of curriculum, including but not limited to Virginia Standards of Learning (SOLs) in social studies (history), English, and the fine arts as applicable
2. A day-by-day list of learning experiences planned for the two weeks, including a detailed description of social studies related activities.

Step Two: Implementation of instructional unit

Candidates will use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child (*NAEYC 5c*).

Once the plans have been reviewed and approved by instructor, candidates will do the following:

1. Implement the integrated curriculum unit plans.

2. Take daily notes on how successful the lessons were and how responsive students were to the lessons and note the types of supports in place and obstacles that occurred when implementing the unit.
3. Gather evidence of students' learning to include students' work. A total of 3-4 artifacts should be gathered and documented.

Step Three: Documentation of planning, implementation, and evaluation of the unit and its effect on student learning

Candidates will write a final report to evaluate the planning, implementation, and assessment of the unit. More specifically, the report should include three separate sections that describe the planning, implementation, and assessment processes (*NAEYC 3c, 5a, 5b, & 5c*).

1. Documentation of planning

Candidates will provide evidence of their planning. Candidates will include the following:

- An electronic copy of the original integrated unit plans. Students will insert modification in Track Changes on same document reviewed by instructor to highlight modified plans during the two weeks of full-time teaching.

2. Documentation and evaluation of implementation

Candidates will provide evidence of the implementation of their unit plan. Candidates will include the following:

- An analysis and reflection of the planning and implementation process including a discussion of what went well, the rationale behind all modifications made to the original plans, and what could be done differently based on experiences after implementation
- An evaluation of content learned, including an appendix with evidence of learning about students and their learning.
- A description of the types of home-school connections that were established in the overall plans and lessons or ways to improve the unit to maximize home-school connections
- A section on assessment and documentation of effect on student learning

Candidates will dedicate the final section of the final report to show their understanding and practice of responsible assessment to promote outcomes for each child (*NAEYC 3c*).

Candidates will do the following:

1. Describe at least four types of assessment used in the unit and provide evidence that children learned, including how the data gathered were used to inform instruction, including evidence that instruction had an effect on students' learning such as artifacts of students' work to illustrate learning of new related concepts (3-4 artifacts).
2. Address the selection of assessments used (provide sample copies of formal and informal assessments) during the teaching period and ways in which assessments informed instructional decisions.
3. Describe the types of individual accommodations taken into consideration while planning and implementing the unit and specific lessons especially the use of assistive technology and

the type of information gathered from and about the children that informed the adaptations and modifications made.

Candidates will include an appendix including four implemented lessons, including the following:

1. Two successful lessons implemented that illustrate effective planning and implementation of social studies content
2. One lesson observed by Cooperating Professional during the implementation of the unit and the written report by CP
3. One lesson using assistive technology and ways used to differentiate instruction

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education PK-3 CAEP ASSESSMENT 5 Effect on Student Learning Curriculum Unit Planning, Implementation, and Evaluation ECED 513 Curriculum Across the Content Area for Diverse Young Learners				
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities	Successfully took individual accommodations into consideration to differentiate when planning and implementing the entire unit and lessons especially the use of assistive technology to promote positive outcomes for all children including those with disabilities.	Adequately took individual accommodations into consideration to differentiate when planning and implementing the entire unit and lessons especially the use of assistive technology to promote positive outcomes for all children including those with disabilities.	Inadequately took individual accommodations into consideration when planning and implementing the entire unit and lessons and DID NOT use assistive technology to promote positive outcomes for all children including those with disabilities.	DID NOT take individual accommodations into consideration when planning and implementing the entire unit and lessons.
5a. Understanding content knowledge and resources in academic disciplines	Successfully used content knowledge in social studies and other content to plan, implement, and evaluate instruction AND Used school, community, and academic resources in designing and implementing curriculum to promote meaningful learning experiences for young children.	Adequately used content knowledge in social studies and other content to plan, implement, and evaluate instruction AND Used school, community, and academic resources in designing and implementing curriculum to promote meaningful learning experiences for young children	Inadequately used content knowledge in social studies to plan, implement, and evaluate instruction AND DID NOT use school, community, and academic resources in designing and implementing curriculum to promote meaningful learning experiences for young children.	Did not use content knowledge to plan, implement, and evaluate instruction.

<p>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p>	<p>Successfully used knowledge of content areas to integrate across three academic disciplines AND Provided descriptions of how lessons were implemented to meet grade-level requirements, including knowledge of central concepts and inquiry tools in different content areas</p>	<p>Adequately used knowledge of content areas to integrate across two academic disciplines AND Provided descriptions of how lessons were implemented to meet grade-level requirements, including knowledge of central concepts and inquiry tools in different content areas</p>	<p>Inadequately used knowledge of a content area to integrate across two academic areas AND Provided descriptions of how lessons were implemented to meet grade-level requirements, including knowledge of central concepts and inquiry tools in different content areas</p>	<p>Did not use knowledge of content areas to integrate across academic disciplines to meet grade-level requirements</p>
<p>5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child</p>	<p>Successfully Developed at least four age appropriate lesson plans based on assessment of student learning that connects to standards AND Implemented at least four developmentally appropriate lessons using a variety of resources and instructional strategies AND Evaluated successes and areas of improvement in design and implementation of a meaningful, challenging, and developmentally appropriate curriculum across content areas</p>	<p>Adequately developed at least three age appropriate lesson plans based on assessment of student learning that connects to standards AND Implemented at least three developmentally appropriate lessons using resources and instructional strategies AND Evaluated successes and areas of improvement in design and implementation of a meaningful, challenging, and developmentally appropriate curriculum across content areas</p>	<p>Inadequately Developed three lesson plans AND Implemented fewer than three lessons AND/OR Didn't evaluate successes and areas of improvement in design and implementation of a meaningful, challenging, and/or developmentally appropriate curriculum across content areas</p>	<p>Did not develop, implement, and evaluate lessons</p>